

My World – Theatre

Lesson	Lesson Objectives	Discussion and description of task to be completed including differentiation	Resources
1 This lesson includes: Graphical organisers Blooms: Remembering Creating, Evaluating Affective domain Psychomotor domain Intelligence used: TCHR: Visual/special Interpersonal Naturalist (GT activity) AT: Body/Kinaesthetic Interpersonal Naturalist (GT activity) IND: Interpersonal Body/Kinaesthetic	<p>Obj: To share prior knowledge of the theatre.</p> <p>Obj: To create freeze-frames, flash backs and flash forwards.</p> <p>Obj: To choose facial expressions</p> <p>GT</p> <p>Obj: I can consider what might happen and explain why</p> <p>Obj: I can evaluate what I might change</p>	<p>Begin by explaining to children that over the next few weeks we are going to be learning about theatre. Discuss that this is because we are going to put on a show for the end of the year. Explain that drama means to act out things and there are many ways we can do this.</p> <p>Split children into three groups.</p> <p>TL: LA/MA: Explain to children that you would like to find out what they already know about the theatre, acting, going to a show or performing (choose the language you feel is best for your class). Create a visual map of the children's ideas. Create different categories and subcategories linked by lines.</p> <p>Once the ideas begin to dry up ask children to pick one thing that they contributed to the map. Ask them to explain what it means to a partner.</p> <p>GT: First do as above. Then pose the question 'What if no-one wanted to go to the theatre anymore?'. Create a consequence wheel from children's ideas and suggestions. Ensure all contributions are fully explained.</p> <p>AT: Begin by showing children one of the pictures from the pack 'AT Theatre lesson 1'. Discuss what they think is happening in the picture. Next recreate the scene using everybody in the group. Get children to freeze into position, explain this is called a freeze-frame. Next pose the question what do you think happened next? Give children 1 minute to decide and create a freeze-frame to show you. Explain this is called a flash forward. Explain now we now what happened and what happened after. Now explain you would like them to show you what happened before the picture. Give them 1 minute to decide and create another freeze-frame. Explain this is called a flash-back.</p> <p>GT: Remove each GT child from one freeze-frame. Ask them to look at the frozen picture. What would they change? Ask them to look carefully a body positions, facial expression. Get them to re-sculpt body positions where needed. Now ask them what if they had to</p>	<p>Flip chart paper</p> <p>Picture cards</p>

		<p>create freeze frame that showed the opposite of this scene. What would it look like?</p> <p>Repeat for different pictures.</p> <p>Ind/Another adult: Using Ipod touches chn to work in partners. Partner A reads the emotion card and holds the itouch. Partner B creates the emotion on the card using their face only. Partner A to take a picture. Once completed, partner A and B to switch roles.</p>	Emotions picture cards
<p>2</p> <p>This lesson includes:</p> <p>Graphical</p> <p>organsiers</p> <p>Blooms:</p> <p>Analysing</p> <p>Understanding</p> <p>Creating</p> <p>Evaluating</p> <p>Affective domain</p> <p>Intelligence used:</p> <p>Naturalist</p> <p>Interpersonal</p> <p>TCHR:</p> <p>Logical/mathematical</p> <p>Verbal/linguistic</p> <p>AT:</p> <p>Visual/spatial</p> <p>Logical/mathematical (GT)</p> <p>Verbal/linguistic (GT)</p> <p>Intrapersonal (GT)</p>	<p>Obj: I can see a real working theatre</p> <p>Obj: I understand the different parts of the theatre</p> <p>Obj: I can create a theatre of the future</p> <p>Obj: I can explain why and what</p> <p>GT</p> <p>Obj: I can evaluate and compare</p> <p>Obj: I can share my thoughts about something</p>	<p>Theatre visit :</p> <p>Children to have a tour of the theatre looking at the lights, the lighting box, curtains, backstage, how the seating is arranged, what it is like to be in the audience, how we create different coloured lights, where people stand and the different jobs there are in the theatre.</p> <p>1CD & 1RG – 09:00-10:00 - bus leaving at 08:45 – return 10:00</p> <p>1PB & 1MF – 10:00-11:00 – bus leaving at 09:40- return 11:00</p> <p>Tchr: Once back at school children to create a SCUMPS in small groups about Legend Garden Theatre.</p> <p>S – Why this size?</p> <p>C- Why this colour?</p> <p>U- What are it's uses?</p> <p>M- Why these materials?</p> <p>P- What are the parts?</p> <p>S- Why this shape?</p> <p>LS/EAL: Scaffold through the use of pictures from the visit and rich questioning such as :</p>	LG Theatre visit

		<p>Why is the theatre made of natural wood, why isn't it colourful? Why is the theatre at Legend Garden quite big?</p> <p>GT: Create a scumps for the Black box theatre at LG. Using both of the scumps create a comparison grid comparing both theatres by the criteria outlined in scumps. Finally get chn to evaluate the two theatres against the purpose they are for. Given the criteria in scumps do the children think that the theatres are a good use of space at DCB?</p> <p>AT: Explain to children that now they know the parts of a theatre that you would like them to design a new theatre for the future. Explain that it must have the following things:</p> <ul style="list-style-type: none"> • seats • some kind of stage/area to perform • lights • music <p>Everything else is up to them.</p> <p>GT: As above but explain the problem that the design of the future must help us solve a problem. We don't have another space for the theatre but we need use the space better. Using the criteria above ask chn to design a theatre that can use the space in the best way possible.</p> <p>When finished ask children to partner up and explain their designs to each other. As a group begin to evaluate each design based on the criteria and the problem. Ask children to say why they think what they do. Make sure the evaluation is constructive. Put all designs up clearly so the children can look at all them at once.</p>	
<p>3</p> <p>This lesson includes:</p> <p>Blooms:</p>	<p>Obj: To use voice to create new characters</p>	<p>Warm Up: Master Master, Who Am I?</p> <p>Blindfold a volunteer. A pupil selected by you must approach the blindfolded child quietly, disguise their voice and ask Master Master, Who Am I? If the</p>	<p>Blindfold</p> <p>Large speech bubble</p> <p>Large thought</p>

<p> Creating Analysing Affective domain Psychomotor domain Intelligence used: Interpersonal Body/Kinaesthetic Verbal/linguistic </p>	<p>Obj: To understand and create what the character is thinking.</p> <p>Obj: To create images using body movements and given themese.</p>	<p>volunteer guesses correctly, they get another go. If they are wrong, the successful "voice" gets a turn. Encourage chn to explore different voices.</p> <p>Image Theatre: In a circle, get the chn to create physical images in response to a given theme, for example, bullying. They should do this quickly, without pre-thought. Then invite chn to step into the centre of the circle and remake their image. Select other chn to add in their own still images to create a tableau. Repeat several times for different themes.</p> <p>Pairs or small groups can also create their own images, where they take it in turns to "sculpt" each other into a shape and then find a way to put these shapes together. This is most effective if done without talking.</p> <p>Once you have your tableau in the centre bring it alive through thought tracking. Hold the large speech bubble over the head of one child in the circle and tap them on the shoulder. What is the person saying? Child to become that character and create what that character would say. Repeat for the different people in the tableau using either the speech bubble or thought bubble.</p> <p>If you prefer this could be done in smaller groups.</p> <p>LS/EAL Could use pictures clues to get ideas</p> <p>HA/GT: In small groups chn can use the thought tracking process to create a short dialogue from the given theme. Or if in larger class group keep chn back from the intial scene. Then assign them a group each and ask them to join in and change the scene to another theme by integrating themselves in the tableau.</p>	<p>bubble</p>
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<p>4</p> <p>This lesson includes:</p> <p>SCAMPER</p> <p>Creative thinking activities</p> <p>Blooms:</p> <p>Creating</p> <p>Analysing</p> <p>Evaluating</p> <p>Affective domain</p> <p>Psychomotor domain</p> <p>Intelligence used:</p> <p>Interpersonal</p> <p>TCHR:</p> <p>Body/Kinaesthetic</p> <p>Interpersonal</p> <p>Naturalist</p> <p>AT:</p> <p>Visual/spatial</p> <p>Interpersonal</p> <p>Verbal/linguistic</p> <p>Logical/mathematical</p> <p>Plenary:</p> <p>Verbal/linguistic</p> <p>Logical/mathematical</p>	<p>Obj: I can work in partners.</p> <p>Obj: I can create changes to an existing story through drama</p> <p>Obj: I can explain my acting</p> <p>GT: I can create and direct changes to a given story</p> <p>Obj: I can say what I know about a character.</p> <p>Obj: I use what I know to create what a character is feeling, might say or</p>	<p>Warm up: In pairs, face each other. Start counting from one to three between yourselves, over and over. Once you get the hang of that part you are ready for the next stage. Instead of saying the number "one", you should clap your hands - but you would still say "two" and "three" aloud.</p> <p>Once everyone has mastered that, the next step is that instead of saying "three", that person should bend their knees. You should still clap your hands for the number "one".</p> <p>A: "One" (Claps hands)</p> <p>B: "Two"</p> <p>A: "Three" (Bends knees)</p> <p>B: "One" (Claps hands)</p> <p>A: "Two"</p> <p>B: "Three" (Bends knees)</p> <p>If time allows think up an action for two or change one and three.</p> <p>Tchr: Read the story of Cinderella to the children.</p> <p>Next split the class into two or three groups:</p> <p>Tchr: Assign main roles from Cinderella to the children and if you think it will benefit them show them or tell them a scene you want them to create.</p> <p>Next using SCAMPER questions ask chn to show in their bodies, expressions or movements the possible changes to the fairytale of Cinderella. Highlight good examples to all of the children. After each SCAMPER question bring chn together and discuss the effect on the story and the changes it made. Remind chn to consider the whole story. Use talking partners to brainstorm ideas.</p> <p>GT: Can be used to direct other children by making decisions using SCAMPER. E.g Ask a GT child what character can be removed from the story of Cinderella, what would</p>	<p>Cinderella</p> <p>Scamper questions (smart nb or flip chart as you prefer)</p>
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	<p>is thinking.</p> <p>happen. Or X you are now the Little Red Riding Hood. Chn can direct but must listen to the ideas of the other chn too.</p> <p>AT: Role on the wall:</p> <p>Explain to chn that today we are going to consider the character of Cinderella. Begin by drawing round one member of the group on large roll out paper. Explain that around the silhouette we are going to write anything with know about Cinderella as a fact. E.g Cinderella has two sisters. Write down ideas from the children about all the known facts. Next explain that we are going to write all Cinderella's thoughts and feelings on the inside of the silhouette. Take ideas from children and scribe on the inside. For each group choose a new character.</p> <p>HA/GT: Explain the process but chn to work in pairs or independently on one of the following characters: The Fairy Godmother, Cinderella, The Ugly Sisters, Prince Charming. Chn may include what they might say and think inside the silhouette. When finished compare the characters and look for similarities and differences with the children. Ask chn if they think the Ugly sisters were as bad as the wolf in Little Red Riding Hood. Ask them to justify why/why not.</p> <p>Plenary:</p> <p>Bring chn back together to read through and evaluate the characters in the role on the wall. Now ask children some of the SCAMPER questions and relate them to Role on the Wall. E.g Would Cinderella have felt the same way if she didn't go to a ball but it was a BBQ instead? What if Cinderella was in charge and the Ugly sisters had to do the chores, would Cinderella have done or said the same things as them? Why, why not?</p>	<p>Large paper Pens</p> <p>Individual role on the wall sheets</p>
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